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ABSTRACT

This book examines case-based learning in educational leadership courses, discusses case-based learning as an educational tool, exemplifies methods of writing a case study, and contains 14 case-studies by teachers and administrators. "Stakeholders in a House of Cards," by Audrey Burgher, discusses integrating technology with innovation. "Reforming Vocational Educational Programs: Change Among a Veteran Staff," by Sally Lib, looks at curriculum updating. "South Side Middle School: A Magnet Program in an Urban Setting," by Margaret Flowers, reviews implementation of an urban magnet school. "An Example of Curriculum Change through Manipulation," by Megan Russo, explores English curriculum revision. "Red-Green School District Bond Proposal," by Jan C. Amsterburg, chronicles a bond proposal and outcome. "Change from the Outside In," by Cary Trexler, focuses on infusion of outside resources. "Restructuring: An Exercise in Futility ?," by Robert Van Camp, examines common planning time for teachers. "Block-Scheduling Failure at Montgomery High," by Maria Schleeter, examines attempts to reduce teachers' work load. "Murder at Seneca School," by Linda Amato, relates a shooting incident resulting from a teacher's layoff; "The New Principal: Innovation for Innovations Sake," by Karen Huff, describes the firing of a new principal. "The Parking Lot Case: A Case of Principal Succession," by Stephen Marsden, looks at the effects of changing parking lot assignments. "It's for Children: Successful Inclusion Programs," by Norma Schutzki, examines mainstreaming emotionally impaired students. "A Case of Change: Strategic Planning," by Darleen Tanner, looks at developing grassroots empowerment. "To Be or Not To Be a Middle School," by Ann Tebo, discusses middle-school restructuring. Case-studies also include commentaries by the case-author, a teacher-leader or administrator, and an educational scholar-researcher. Each study and set of commentaries is followed by a list of references. (RIB)